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ABSTRACT

This guide provides information for developing a career center that would serve as the major resource for information about the world of work. These steps in initiating a career center are outlined: designing and conducting a needs assessment, choosing the location, developing advisory committee and principal support, and staffing. The next section discusses the center's acquisition policy as suggested by the needs assessment. Topics include sources for materials and determination of need for software, hardware, and computerized systems. Possible public relations activities are listed, and suggested uses by students and former students, teachers, parents, and the business community are proposed. A section on managing the collection addresses these concerns: filing systems; training programs, audiovisual materials and software; the catalog; check out; refiling; and re-ordering. A final section offers questions for evaluating the center's effectiveness. Appendixes include a list of seven references; instructional materials and their sources, including bibliographies of current materials, Government Printing Office publications, technical and trade schools, and college and university preparation; and a list of 94 associations providing career information in specific occupations. (YLB)

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# COMPREHENSIVE CAREER DEVELOPMENT PROJECT

## CAREER CENTER GUIDE

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Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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# HOW TO INITIATE A CAREER CENTER

A Career Center will serve as the major resource for information about the world of work--for each student, teacher and perhaps parent and community. It is an excellent vehicle to assist all students to determine, prior to leaving school, what their next steps might be as they move into society.

## Needs Assessment

In order to maximize the benefit to as many students as possible, it is important to know the specific needs within the school's user group. Determining what is needed can be accomplished by giving the students a needs assessment (ten percent of each grade level) to find out what types of information are wanted and in what form (e.g. filmstrip vs. brochures vs. community contacts). The more involved the students are in the process, the more they will feel that the center is theirs and the more it will be meaningful to them. The assessment might include the types of information important to the youth served by the school chosen from the following list:

A. Information about specific civilian and military career opportunities including their entry requirements, job duties, working conditions, salary, etc.

B. Information about training opportunities: on-the-job training, apprenticeship programs, trade and technical schools, JTPA and other government-sponsored training opportunities, business or industry's staff development

programs, military, community colleges, colleges and universities, and special training opportunities in dance, art, and music.

C. Financial aid for training: scholarships, loans, etc.

D. Information about self: interests, aptitudes, work values, etc.

E. Information about entrance examinations: Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test, P-ACT +, and American College Test.

Include questions in an assessment regarding the ways the information would be available to the students: individual exploration in files, audio/visual materials, small group discussions or large group presentations. Also consider examining the returns by grade level, by male/female, by minorities the school serves, by non-college/college oriented, etc.

To prepare the needs assessment instrument, use a small committee and include a student, an employer and a teacher. Before the instrument is used, give it to a small cross section of your student body to make sure that the questions are understood and that the data you want is included. If the equipment is available for use in tabulation, give each question a computer number and use a computer answer sheet that can be scanned. Short questionnaires are preferred to long ones--with a higher return. Once the data is tabulated, give the information to the students, the teachers, the principal(s) and the local newspaper. For best results, it will be necessary to rank order

the expressed needs according to the number of students desiring the information but one should not neglect the special needs of the handicapped and the minorities the school serves.

## Location

The center is best located:

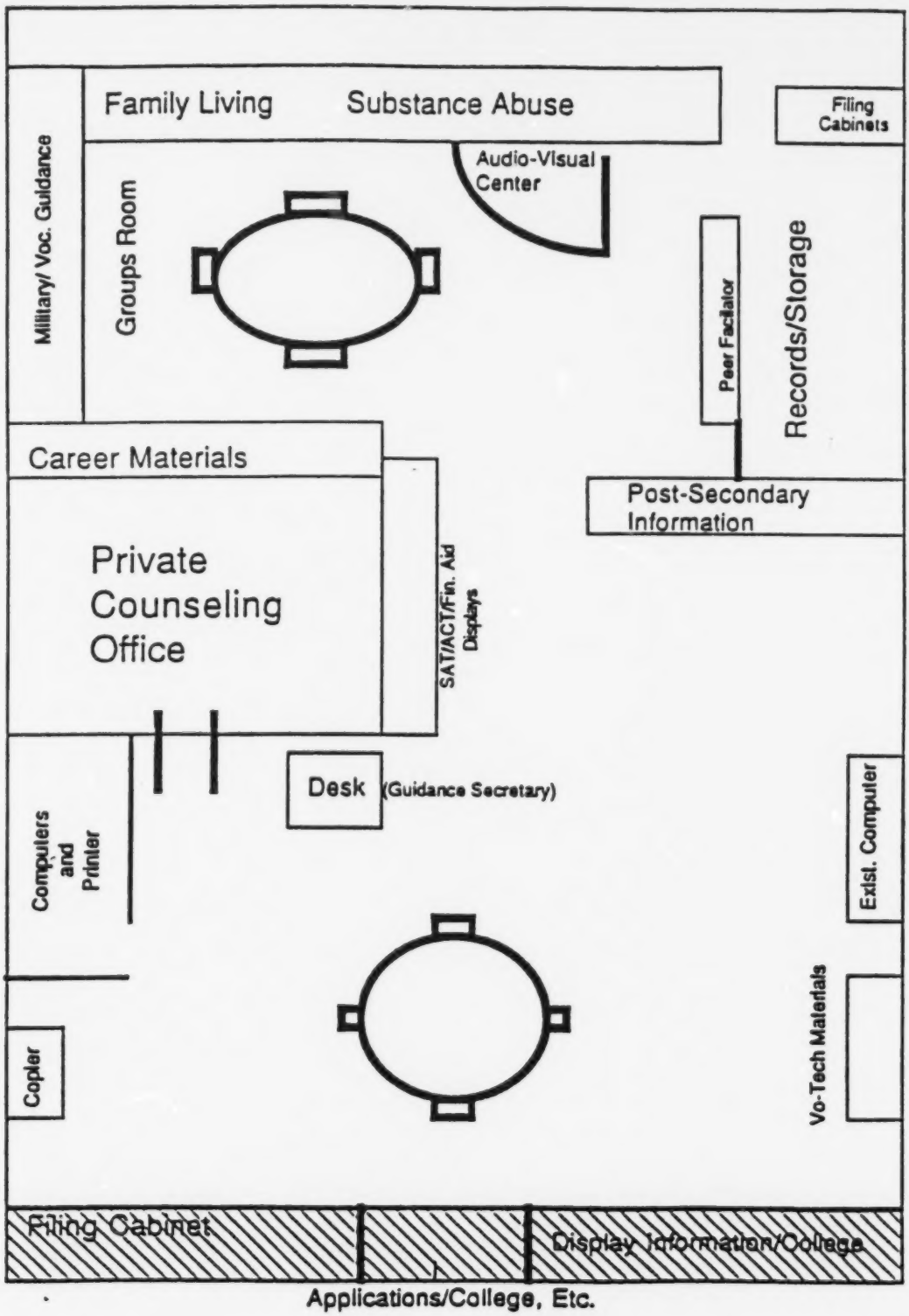
- in the mainstream of student traffic flow.
- near the building entrance and close to parking.
- adjacent to or part of the counselors' offices or library.
- away from high noise levels (shops, music, phys. ed.).

1. Determine what space is available for the Career Center. Draw the layout (rough draft) of the actual space. Cut out scale blocks of cardboard to represent computers, tables, chairs, and other furnishings. Then, place the cutouts on the rough drawing and move them around to realistically lay out the Center.
2. Share the completed layouts with the advisory committee for final suggestions and changes.
3. Present the finished layout to the principal for approval.
4. Make the decor of the Center pleasant with comfortable chairs, color, and ample lighting. Involve students in the process.

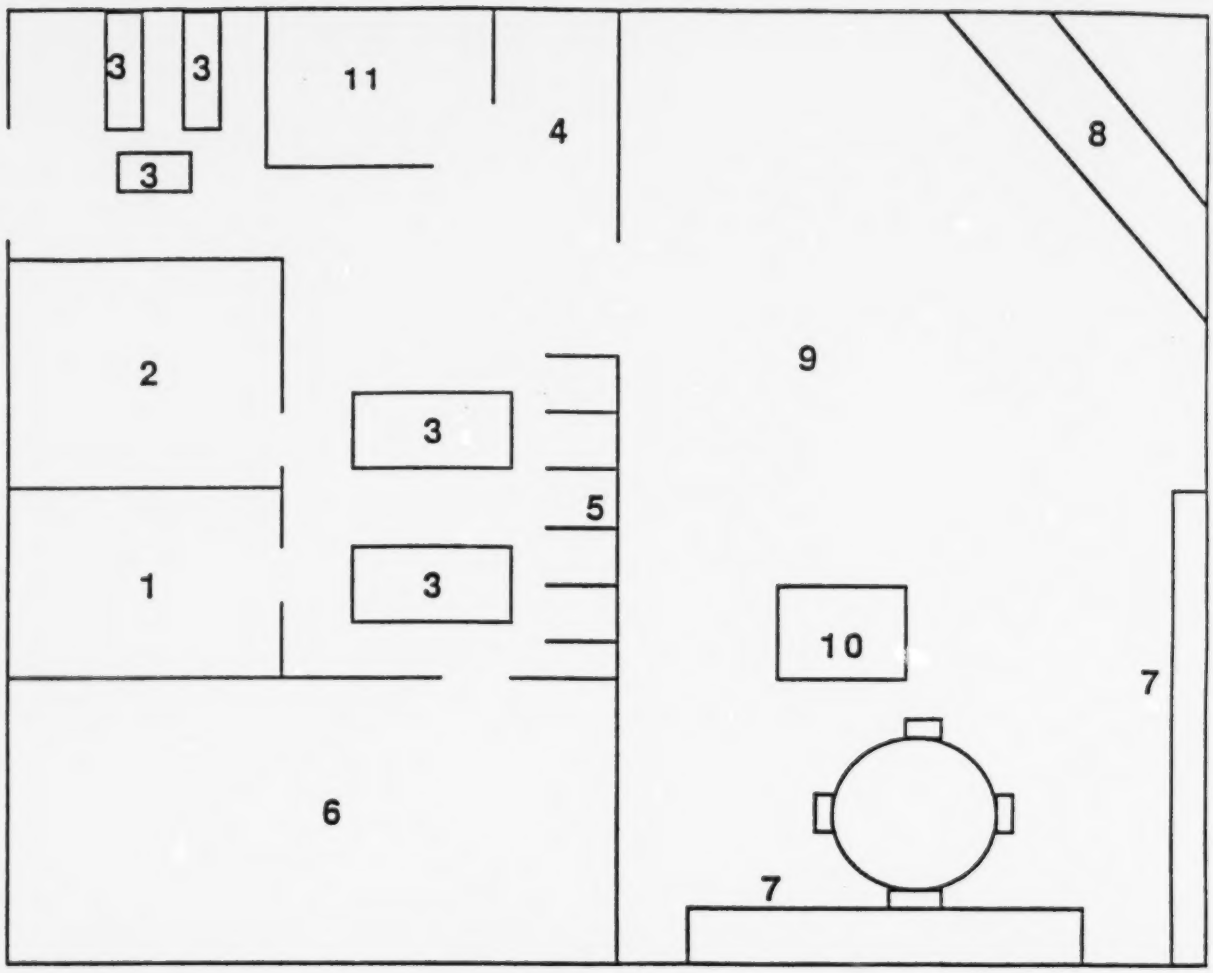
## Advisory Committee/Principal Support

The development of a support system for the Career Center is very important for both maintaining the students' interest as well as ensuring breadth in what the center has to offer. The

## A Career Center for a Small High School

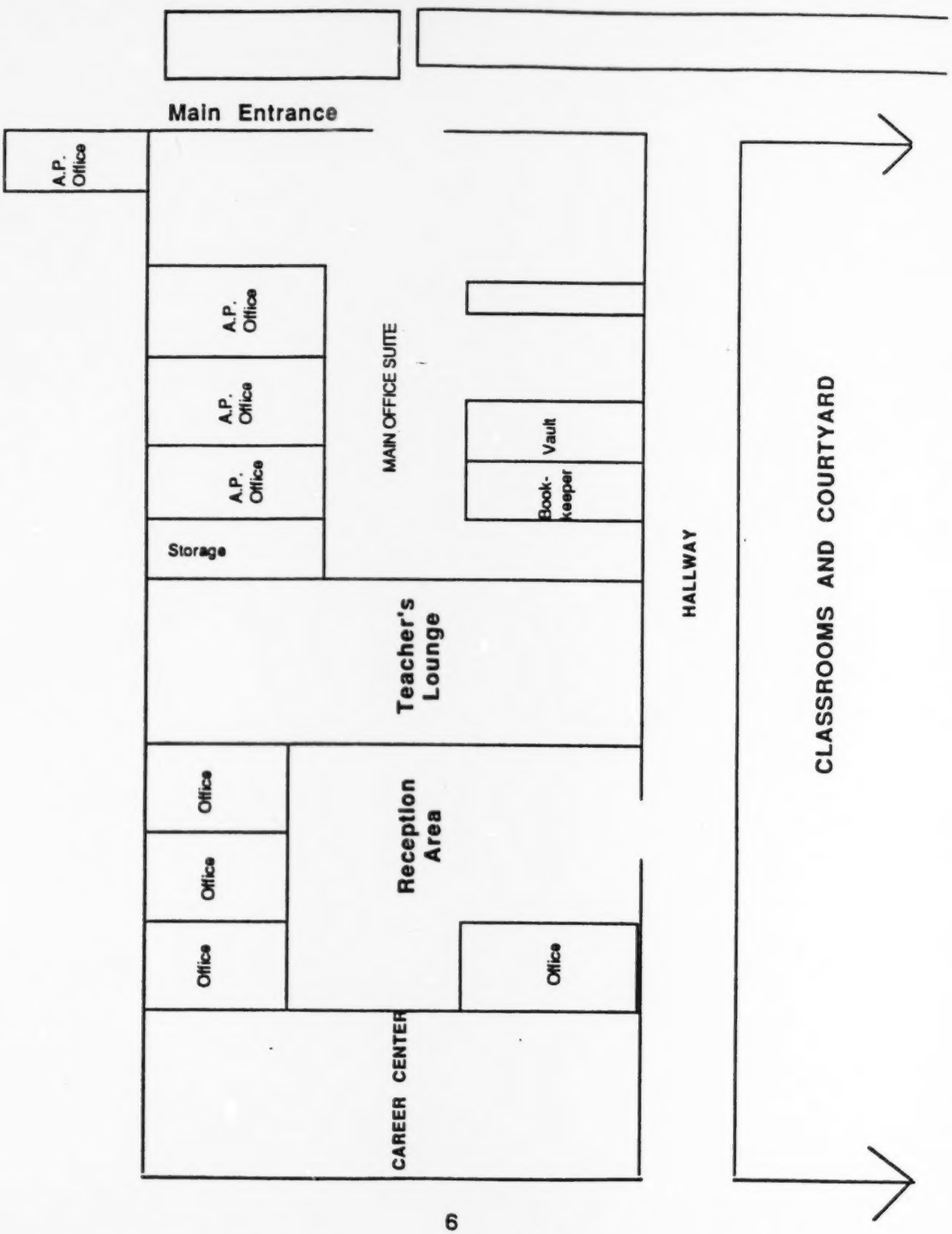


## A Career Center with Media



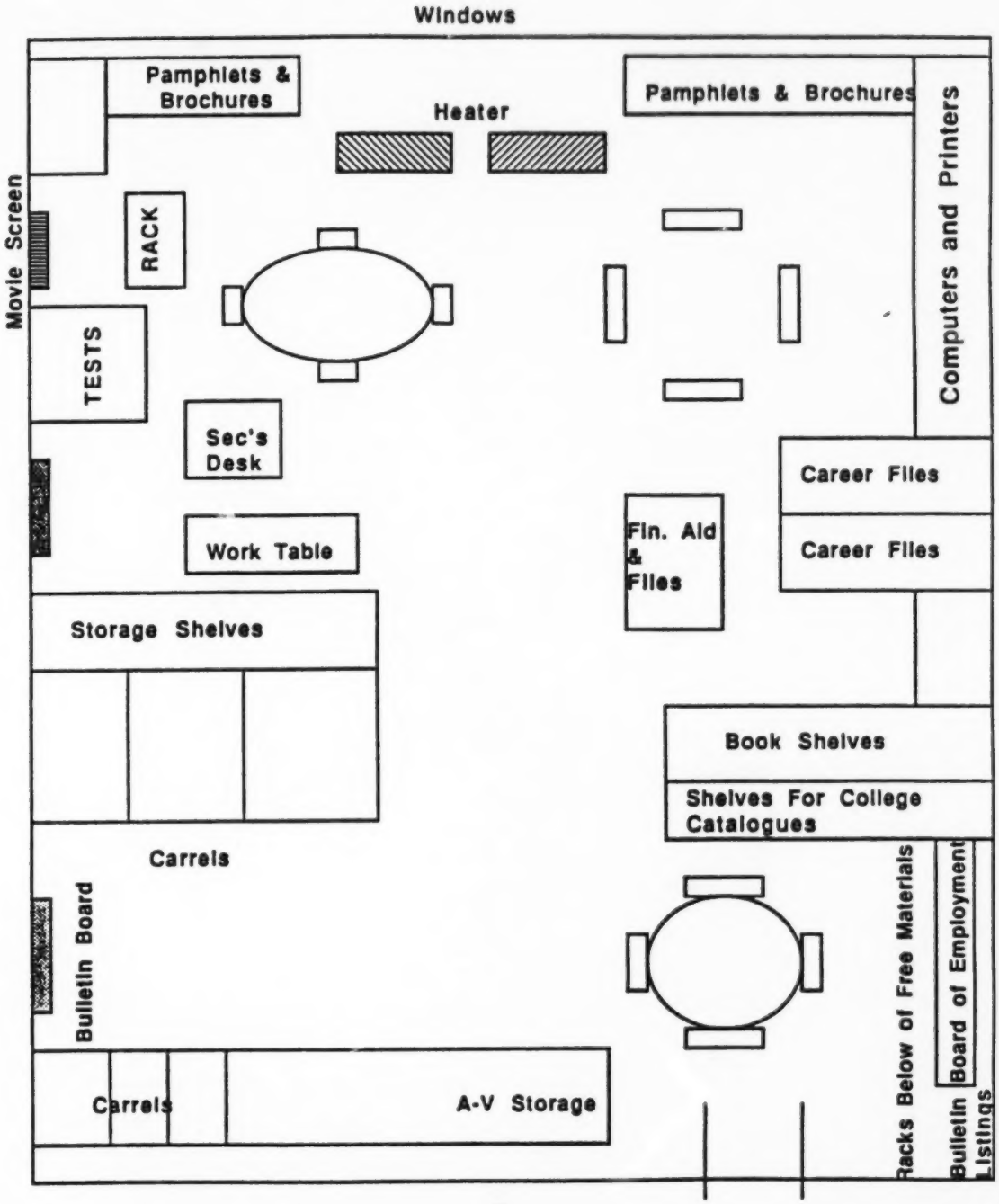

1. Office
2. Small Group Discussion
3. Filing Cabinets and Storage cabinets for equipment
4. Career Center
5. Electrified Study Carrels
6. Workroom and Film Storage
7. District Curriculum Guide Files and Programmed Texts
8. Teaching Wall (Built-in remote control for projectors and lights)
9. Seats for Large-Group Instruction
10. Remote Control Projectors
11. Computers and Printers

## A Career Center as Part of An Existing Guidance Suite



## A Career Center in An Existing Classroom

### Minimum Space Floor Plan
### 22' x 23'



more individuals you have as part of your support network the greater the likelihood that most if not all of your student's collective interests will be addressed. An advisory committee would be helpful in planning the Career Center. This group could assist in identifying the center's objectives, its budget, its evaluation procedures and its PR approaches. Establish both short-term and long-range goals. The Center's objectives might include which needs are to be met and how and when, the variety and adequacy of services to be offered and the method of evaluation.

To get the Center operational, there is need for the support of not only an advisory committee but also the commitment of a principal who will be concerned about what it will cost. It may be necessary to start small and grow as space and budget is available. Cost will depend on a number of variables: available space, salaries and fringe benefits for staff, furniture and equipment, the career information collection, telephone, postage, copying, office supplies, and the cost of remodeling if necessary.

**Staffing**

Although career information centers are often headed by counselors in actual practice, the librarian or information specialist may actually run it since they usually know information sources and how to secure, classify, file and display materials--plus they have a budget. Volunteers from the community (typically parents), under the direction of the school

counselors, may staff the Center entirely; each parent may be involved at least one half-day/week. The use of newspapers, school newsletters and speakers at community events would communicate need, duties, and the times for which commitments are desired. If volunteers are used, the school counselors must provide the necessary orientation and in-service training. Access to clerical staff is necessary to place orders for materials, handle telephone calls and correspondence, etc.

## WHAT TO PUT IN IT

The results of the needs assessment will suggest the Center's acquisition policy: the subjects to be covered and the extent/desire for printed and/or audiovisual materials. Additionally, criteria for the selection of the material needs to be established. The criteria for evaluating career information literature, as developed by the National Career Development Association (NCDA) include:

accurate and authoritative,
current,
attractive,
readable,
free from sex bias,
free from racial or ethnic stereotyping,
up-to-date,
well organized and presented,
affordable,
free from promotional material,
and objective.

All career materials, both print and non-print, should additionally include the following basic information, according to NCDA: the duties and nature of the work, the work setting and work conditions, the personal qualifications needed, the social and psychological sources of stress, preparation required, method of entry, earnings and benefits, career advancement possibilities, special requirements, employment outlook,

experience opportunities, related occupations, sources of training and sources of additional information about the job.

**The Collection**

How can the best materials be located? Some sources to use include NCDA's Career Development Quarterly, Richard Bolles latest revision of What Color is Your Parachute?, Joyce Lain Kennedy's newspaper column, catalogs from publishers of recommended career information, our own Tennessee State Occupational Information Coordinating Committee (Nashville) and Project INFOE (Knoxville). Cornell University's Career Center has published a directory describing career materials, Where to Start Career Planning, available from Peterson's Guides, P. O. Box 2123, Princeton, NJ 08543.

One caution, free material from labor unions, corporations and professional associations, while attractive and available, must be examined carefully to check on extent of promotional material and bias. Instead, if you can find the purchase price, start with recommended collections such as those published by:

1. Careers, Inc., P. O. Box 135, Largo, FL 34294-0135.
2. Chronicle Guidance Publications, Aurora Street, P. O. Box 1190, Moravia, NY 13118-1190.
3. Vocational Biographies, P. O. Box 31, Sauk Centre, MN 56378-0031.

## Software, Hardware and Computerized Systems

What should be done about software, hardware and computerized systems of occupational information and/or career exploration? The above source list will identify what is recommended. Some computerized information systems are well developed and flexible but fairly costly. To determine which, if any, the Center could best use, it may be necessary to have access to recent evaluative reviews, such as NCDA, Bolles, etc. See Appendix A for a comprehensive listing of instructional materials and their sources.

## Activities and PR

The Center, to be visible to the student and effective in its function, must be constantly planning information-oriented activities which might assist student career development. A partial list of possible activities follow:

- Announce the availability of the Center in student, employee, and community newsletters, and also on the local radio and television stations.
- Use bulletin boards (lunchroom and corridors) to inform students and teachers about the Center and/or careers.
- Identify specific sub groups that need special assistance: high school drop-outs and/or potential dropouts, students who have not chosen a major.
- Keep the school and community informed through a one to two page Career Center newsletter, highlighting the Center's

activities, a calendar of coming events, or anything else of use.

- Have an Open House at the Career Center.
- Regularly publish career development memos/newsletters for the purpose of: informing students about jobs, what materials are available to them, and encouraging student participation in particular career development activities.
- Have the job-of-the-week's tools or materials on display.
- Make arrangements with nearby schools for a college fair, and focus upon: financial aid, courses of study, admission procedures, etc.
- Make displays highlighting the career directions of graduates.
- Make a video about the Career Center.
- Encourage affirmative action and equity for all students the school serves (gender, minorities, etc.).
- Use the school public address system to keep students informed.
- Invite guest speakers to talk about their careers.
- Offer career planning seminars that include: career decision making, skill development, interviewing skills, how to complete a job application, how to write a resume, etc.
- Offer an employability skills course.
- Have a job placement program to assist students in obtaining part-time employment while they are in school and full-time after graduation.

- Try to have a 30 minute career program every week during the school year, inviting local employers and representatives of different job areas to talk about their careers, with a question and answer period to follow.
- Provide handbooks containing information about: how to get a job, vocational/technical opportunities, and postsecondary education opportunities.
- Have students keep career logs about summer or part-time jobs they hold so other students can read them.
- Highlight the "career of the week," together with relevant addresses and supplemented, if available, with materials already obtained by students.
- Have each student do case studies of "a day in the life" of an individual who has a career in which the student is interested.
- Sponsor field trips to local job sites.
- Offer opportunities for students to spend at least one day (shadow) with someone in a career of interest.
- Offer special help in career assistance to the physically handicapped and learning disabled.
- Have a workshop to inform students what qualifications they need to have to be considered for employment.
- Assist each freshman to develop a four-year educational and career plan (parents may be invited to attend).
- Invite military recruitment officers to discuss opportunities.

- Develop a mobile career cart containing career development materials to be brought to classrooms.
- Encourage students who are familiar with the Career Center to be peer assistants in the Center.
- Offer small group sessions geared toward improving self-awareness, decision-making, sex and race stereotyping, skills and interest assessment.
- Provide information sheets about career opportunities through various college programs.
- Have a "dress for success" fashion show to offer examples of dressing for work in different occupations.
- Leave "freebies" on a table at the Career Center for students to take with them when they leave.
- The addresses in Appendix A might be used by students to complete a classroom assignment on career information.
- Provide a list of addresses which students might use to request additional information.
- Display the latest materials, new to the Career Center.
- Compile information on special programs for women, minorities and the handicapped.
- Network with other schools that have Career Centers.
- Schedule a financial aid planning workshop.
- Have both a college night and a non-college night.
- Find students with the same career interests to form a career exploration group.
- Assist students to be aware of the opportunities provided by JTPA and Vocational Rehabilitation.

- Ask employers to list entry level jobs available in their organization.
- Request corporations/employers of previous graduates to provide information on the training opportunities they offer.

**Encourage Use**

Students and former students

(1) to organize a network of former student addresses and their occupations so current students can speak with them;

(2) to ask graduates to come back as guest speakers;

(3) to join the advisory committee so the Career Center can be tailored to properly meet student needs and concerns;

(4) to recruit current students to help staff the Career Center; and

(5) to establish a career development committee and sponsor career development activities on a regular basis.

Teachers

(1) to integrate career development into their classroom by relating their subject material to use in specific occupations;

(2) to plan class visits to the Career Center so students can be exposed to where the career materials are housed and become familiar with them;

(3) to prepare a list of occupations related to the subjects they teach;

(4) to give students homework assignments aimed at getting them to explore and learn about their career interests; and

(5) to be members of the Career Center advisory committee and offer important input about student concerns.

Parents

(1) to participate as guest speakers to discuss their occupations (compile a master list of parent occupations);

(2) to be available to have students meet with them at their job sites;

(3) to volunteer to staff the Career Center;

(4) to participate in one of the career days; and

(5) to be a valuable member of the advisory committee.

The business community

(1) to offer job experience to interested students;

(2) to provide funding for materials and equipment;

(3) to make tours of companies and job sites available;

(4) to sponsor career development activities or offer scholarships; and

(5) to be an advisory committee member.

## HOW TO MANAGE THE COLLECTION

Once the requested materials begin to appear, a number of concerns need to be addressed: a logical filing system, an inventory procedure, a method (card catalog?) to help students find what they want, and a procedure to monitor what is checked out, needs repair or what should be replaced.

### Filing Systems

Filing systems which are sufficiently comprehensive to permit classifying and filing all material include the Guide for Occupational Exploration System (GOE), the alphabet, and the Dictionary of Occupational Titles (DOT). Only the GOE system will be described here because of the limitations the others possess--the alphabet approach results in separating occupational families and the DOT is too complex for ease of use.

The GOE system, published by the U.S. Employment Service, has 12 interest areas, 66 work groups and 348 subgroups and is the system adopted by Chronicle Press. The 12 interest areas are 01 Artistic, 02 Scientific, 03 Plants and Animals, 04 Protective, 05 Mechanical, 06 Industrial, 07 Business Detail, 08 Selling, 09 Services, 10 Humanitarian, 11 Leading-Influencing, and 12 Physical Proficiency. Each of the 66 work groups contain an overview of the occupational area.

**Training Programs, Audio-visual Materials and Software**

Training program materials could be grouped into logical categories (i.e. apprenticeships, community colleges, etc.) and the material within can be filed alphabetically. Audio visual materials need to be filed by type (filmstrips, 16mm movies, audio tapes, video tapes, etc.) and then listed alphabetically by major topic. Software should be grouped according to the type of machine needed to run the program, categories developed such as job interviews and then listed alphabetically within the category.

**The Catalog**

In order to assist the user to identify and locate material in the Center, a catalog needs to be developed. Each card might contain a 3 digit classification number, the subject or occupation covered, the publisher's name and address, publication date, date received and location in the Career Center. The card is then filed by occupation or subject. The catalog also serves as an inventory of the collection as well as its recency.

**Check-out**

Once the collection has been assembled, classified and catalogued, a checkout system must be developed. Students may need an I.D. card to be able to check out what they have chosen. The simplest approach is to have the user list the material, name, address, phone number and date for return on a checkout sheet. More elaborate collections may need the more formalized

system used in libraries. Recalling overdue materials would normally occur as soon after the due date as possible. Fines or penalties may need to be established for being overdue or if the material is damaged or lost.

**Refiling**

Depending upon the availability of the Center's staff, users of the Center's materials my be discouraged from refiling them. Developing guidelines for the use of the Center's equipment and posting them may be sufficient. For the more complex computer systems, group training sessions may be needed and required.

**Re-order**

The copyright date on the catalog card will indicate the age of the material and the likelihood that it is obsolete. An annual review to identify materials over 5 years' old can also indicate other items that need to be replaced because of loss or damage. Student workers or typing class students could be given a list of addresses and the titles of materials needed as one way to assist the Career Center staff.

## EVALUATING THE CENTER'S EFFECTIVENESS

The evaluation of a Career Center offers many benefits. Not only does it provide information on what needs to be added or deleted, what gets the most use and where to make improvements, but it also helps others in the support network to stay informed. Evaluation reports should be sent to all individuals involved in the Career Center. Use the data to keep administrators informed about the effectiveness of the Center and, also, to build support for continuance and possible expansion of the Center.

Most of the questions asked by the counselor in evaluating success should address the short and long term goals and be based upon the objectives that have been chosen. One aspect of the evaluation would examine outcomes, the hoped-for impact upon students. Another set of questions might examine the why what happened occurred. Thus, the evaluation identifies the amount of progress that has been made toward achieving these goals.

Outcome Type Questions:

1. Did the programs the Center offered have the desired impact?
2. Which activities need to be dropped? Which added?

Process Type Questions:

1. How did students react to the informational materials in the Center?
2. Was the reading level of the material appropriate?

3. How did the students react to the different types of materials--printed, audio, video, etc.?
4. How effective were the public relations efforts?

A running file of evaluations can help keep the Center staff on track in meeting long-term goals. Evaluations can be collected on an ongoing basis by having Center users react to the activities in which they have participated, as well as the periodic overall evaluations. In doing so, the Center can be more responsive in meeting the students' needs.

The questions that follow are suggestive of those that might be used to check on the Center's effectiveness.

1. Was a suitable location chosen?
2. Are the times of operation convenient?
3. Were the environmental conditions (room temperature, ventilation, space available, noise level) suitable for learning?
4. Is the Center adequately staffed to meet the students' needs?
5. Are students aware of what is available at the Center?
6. How helpful is the staff in assisting students?
7. Does the Center offer an adequate mix of materials?
8. What materials are most frequently used?
9. Are the materials readily accessible to the students?
10. Is there sufficient equipment to meet client needs?
11. Is the equipment in good working order?
12. What equipment is most/least often used?
13. What programs/activities do students find most useful?

14. How do students react to the programs/activities that are offered? Which have been most successful?
15. How many students visited the Center?
16. How many services are performed outside the Center?
17. What proportion of the target population actually used the Center?
18. What overall objectives were met and what progress was made?
19. In what ways were students' career development awareness and skills increased?
20. Were comments from the suggestion box addressed?
21. Have more teachers incorporated career development activities or information into their teaching as a result of the Career Center?
22. Were funds used in a cost-efficient manner?
23. Were funds sufficient for delivery of necessary services?
24. Have community contacts been kept up-to-date on Center activities?
25. Are students securing employment? Are students seeking post-secondary training?
26. Are students' educational and career plans reasonably related?
27. Are students more knowledgeable about career opportunities and requirements?
28. Do the students who used the Center know more about their abilities, interests, and limitations than other students?
29. Do Center users make more realistic occupational choices?

## REFERENCES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London, H. H. (1973). Principles and Techniques of Vocational Guidance. Columbus, OH: Charles E. Merrill.

## APPENDIX A

## INSTRUCTIONAL MATERIALS (AND THEIR SOURCES)

### BIOGRAPHIES OF CURRENT MATERIALS

*Career Index in Career Development Quarterly
Annual listing of occupational and educational materials from many organizations.

Source: NCDA
5999 Stevenson Avenue
Alexandria, VA 22304

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*Educators Guide to Free Guidance and Education Materials:
M. H. Saterstrom, editor. An annual listing of free materials, including audiovisual (AV) materials as well as printed matter.

Source: Educators Progress Service, Inc.
Randolph, WI 53956

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*Counselor's Information Service:
Published four times yearly in newsletter form, this bibliography of current materials also identifies items useful with special populations--adults, aging, handicapped.

Source: B'nai B'rith Career and Counseling Services
Washington, DC 20036

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### GOVERNMENT PRINTING OFFICE PUBLICATIONS

*Exploring Careers:
Oriented toward junior-high-school-age children, the intent of this publication is to increase career awareness and logical career decision-making.

*Occupational Projections and Training Data:
An annual publication that gives information on employment prospects and related needed training. Includes a comprehensive supply-demand analysis for college graduates as well as other training programs.

*BLS Wage Surveys:
Annual publication of booklets that provide information on occupations broken into seventy-six categories based upon wage and salary information for workers in most industrial classifications.

Source: Department of Labor
Washington, DC 20210

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*U.S. Industrial Outlook:
Annual publication that surveys U.S. businesses and shows current developments as well as long-range forecasts. Includes such information as--size, employment, number of establishments, competitive trade position, and growth history.

*County Business Patterns:
Annual publication that shows first-quarter employment and payroll data by industry in each county, SMSA and state. Not included are: government employees, the self-employed, farm workers, and domestic service workers.

*Directory of National Associations of Businessmen:
Provides a list of most of the occupational materials available from professional organizations and societies active in career fields.

Source: Department of Commerce
Washington, DC 20233

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*Dictionary of Occupational Titles
*Occupational Outlook Handbook
*Encyclopedia of Careers

Source: Meridan Education Corporation
Library Filmstrip Center
236 E. Front Street
Bloomington, IL 61701 (phone 1-800-727-5507)

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**TECHNICAL AND TRADE SCHOOLS**

*American Trade Schools Directory

Source: Croner Publications, Inc.
Queens Village, NY 11428

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*Directory of the National Association of Trade and Technical Schools

Source: Directory National Association of Trade and Technical Schools
2021 K. Street, N.W.
Washington, DC 20006

*Directory of Post-Secondary Schools with Occupational Programs, Public and Private

Source: U.S. Government Printing Office
Washington, DC 20402

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*Lovejoy's Career and Vocational School Guide

Source: Simon and Schuster, Inc.
630 Fifth Avenue
New York, NY 10020

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*Getting Skilled

Source: E. P. Dutton & Co.
201 Park Avenue South New York, NY 10003

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*Alternatives to College

Source: Macmillan Information
255B Brown Street
Riverside, NJ 08075

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**COLLEGE AND UNIVERSITY PREPARATION**

*Barron's Profiles of American Colleges
*Barron's Guide to the Two-Year Colleges
*Barron's How to Prepare for the High School Equivalency Examination
*Barron's How to Prepare for Preliminary Scholastic Aptitude Tests
*Barron's How to Prepare for the College Entrance Examination
*Barron's How to Prepare for the American College Testing Program

Source: Barron's Educational Series
113 Crossways Park Drive
Woodbury, NY 10022

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*The College Blue Book

Source: Macmillan, Inc.
866 3rd Avenue
New York, NY 10022

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*The College Handbook
*The College Index of Majors

Source: College Board Publications
Box 2815
Princeton, NJ 08541

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*Comparative Guide to American Colleges
*Comparative Guide to Two-Year Colleges and Career Programs

Source: Harper and Row Publishers
10 East 53rd Street
New York, NY 10022

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*Accredited Institutions of Higher Education
*American Junior Colleges
*American Universities and Colleges

Source: American Council on Education
One Dupont Circle
Washington, DC 20036

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*Guide to Four-Year College Majors
*College Charts
*Guide to Two-Year College Majors and Careers
*Guide to External and Continuing Education
*College Counseling for Transfers

Source: Chronicle Guidance Publications
Moravia, NY 13118

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*Lovejoy's College Guide

Source: Simon and Schuster, Inc.
630 Fifth Avenue
New York, NY 10020

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## SOURCES OF CAREER INFORMATION FOR SPECIFIC OCCUPATIONS

The following Associations are willing to provide up-to-date information usually free of charge.

Accounting Careers Council
National Distribution Center
P. O. Box 650
Radio City Station
New York, NY 10019

Accredited Journalism & Mass Communication Education
The Newspaper Fund, Inc.
P. O. Box 300
Princeton, NJ 08540

Advertising Education Publications
3429 556th Street
Lubbock, TX 79412

Aerospace Industries Association of American Industries
1725 DeSales Street NW
Washington, DC 20036

Agriculture Research Service
U.S. Department of Agriculture
Hyattsville, MD 20782

Air-Conditioning and Refrigeration Institute
1815 North Fort Myer Drive
Arlington, VA 22091

Air Force Recruiting Service
6209 18th Avenue
Brooklyn, NY 11204

Amalgamated Clothing and Textile Workers, Inc.
15 Union Square
New York, NY 10003

Amalgamated Meat Cutters and Butcher Workmen of North America
2800 North Sheridan Road
Chicago, IL 60657

American Accounting Association
School of Commerce
University of Wisconsin
Madison, WI 53715

American Association of Health, Physical Education and Research
1201 16th Street NW
Washington, DC 20036

American Association of Advertising Agencies
666 Third Avenue
New York, NY 10017

American Association of Nurserypeople, Inc.
230 Southern Building
Washington, DC 20005

American Association of Petroleum Landpeople
2408 Continental Life Bldg.
P. O. Box 1884
Fort Worth, TX 76101

American Bakers Association
Suite 650
1700 Pennsylvania Avenue NW
Washington, DC 20036

American Bar Association
Information Service
1155 East 60th Street
Chicago, IL 60637

American Board of Funeral Services Education
201 Columbia Street
P. O. Box 2090
Fairmont, WV 26554

American Camping Association
Bradford Woods
Martinsville, IN 46151

American Chemical Society
1155 Sixteenth Street NW
Washington, DC 20036

American College of Physicians
4200 Pine Street
Philadelphia, PA 19104

American College of Surgeons
55 East Eric Street
Chicago, IL 43214

American Dental Assistants
Association
American Dental Association
211 East College Avenue
Chicago, IL 60611

American Dental Hygienists
Association
American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, IL 60611

American Dietetic Association
620 North Michigan Avenue
Chicago, IL 60611

American Federation of Labor
and Congress of Industrial
Organization Building and
Construction Trade Dept.
815 16th Street NW
Washington, DC 20006

American Federation of
Technical Engineers
1126 16th Street NW
Washington, DC 20009

American Forest Association
1319 18th Street NW
Washington, DC 20036

American Guide of Musical
Artists
1841 Broadway
New York, NY 10020

American Historical
Association
400 A Street SE
Washington, DC 20003

American Hospital Association
840 North Lake Shore Drive
Chicago, IL 60611

American Hotel & Motel
Association
Kellogg Center
Michigan State University
East Lansing, MI 48823

American Institute of
Architects
1735 New York Avenue NW
Washington, DC 20006

American Institute of
Certified Public Accounting
1211 Avenue of the Americas
New York, NY 10036

American Institute of
Chemical Engineering
345 East 47th Street
New York, NY 10017

American Legion Education
and Scholarship Program
Americanism Division
P.O. Box 1055
Indianapolis, IN 46206

American Library Association
Office for Recruitment
50 East Huron Street
Chicago, IL 60611

American Medical Association
535 North Dearborn Street
Chicago, IL 60061

American Meteorological
Society
45 Beacon Street
Boston, MA 02103

American Osteopathic
Association
312 East Ohio Street
Chicago, IL 60611

American Paper Institute, Inc.
260 Madison Avenue
New York, NY 10016

American Petroleum Institute
1801 K Street NW
Washington, DC 20036

The American Red Cross
National Headquarters
Washington, DC 20015

American School Counselor
Association
1605 New Hampshire Avenue NW
Washington, DC 20009

American Society for
Engineering Education,
Publication Sales
Suite 400
One Dupont Circle
Washington, DC 20036

American Society for Heating,
Refrigeration, and Air-
Conditioning Engineers,
Inc.
1791 Tulie Circle NE
Atlanta, GA 30329

American Society of Limnology
and Oceanography
W. W. Kellogg Biological
Station
Michigan State University
Hickory Corners, MI 49060

American Society for Metals
Metals Park, OH 44073

American Society of
Pharmacology and
Experimental Therapeutics
9650 Rockville Pike
Bethesda, MD 20014

American Society of
Photogrammetry
105 North Virginia Avenue
Falls Church, VA 22046

American Society of Radiologic
Technologists
Suite 836
500 North Michigan Avenue
Chicago, IL 60611

American Speech-Language
and Hearing Association
10801 Rockville Pike
Rockville, MD 20850

The American Trucking
Association
1616 P Street NW
Washington, DC 20036

American Veterinary Medical
Association
930 North Meacham Road
Schaumburg, IL 60198

American Watchmakers Institute
P. O. Box 11011
Cincinnati, OH 45211

Association of American
Railroads
Office of Information and
Public Affairs
1920 L Street NW
Washington, DC 20036

Association for Computing
Machinery
1133 Avenue of the Americas
New York, NY 10036

The Association of General
Contractors of America
1957 E Street NW
Washington, DC 20036

Association of Home Appliance
Manufacturers
20 North Wacker Drive
Chicago, IL 60606
Washington, DC 20036

Association of Master Barbers
and Beauticians of America
P. O. Box 22078
Charlotte, NC 28222

Association of Operating Room
Technicians
Denver Technological Center
8085 East Prentice Avenue
Englewood, CA 80110

Automobile Manufacturers Association, Inc.
320 New Center Building
Detroit, MI 48202

Blue Cross Association
840 North Lake Shore Drive
Chicago, IL 60611

Building and Construction Trades Department, American Federation of Labor and Congress of Industrial Organ.
Suite 603
815-16th Street NW
Washington, DC 20006

Bureau of Apprenticeship & Training
U. S. Department of Labor
Washington, DC 20212

Bureau of Land Management
Denver Service Center
Federal Center Building 50
Denver, CO 80225

Clothing Manufacturers Association of America
135 West 50th Street
New York, NY 10020

The College Placement Council
42 Highland Avenue
Bethlehem, PA 18017

Communications Workers of America
1925 K Street NW
Washington, DC 20006

Consumer Protection and Environmental Health Services
Department of Health, Education and Welfare
200 C Street NW
Washington, DC 20204

Department of the Navy
U. S. Navy Oceanographic Office
NSTL Station
Bay St. Louis, MS 39521

Education Council on Graphic Arts
4615 Forbes Avenue
Pittsburgh, PA 15213

Educational Testing Service
Suite 2020
250 Piedmont Avenue NE
Atlanta, GA 30308

ERIC/Clearinghouse
1900 Kenny Road
Columbus, OH 43210

General Motors Corporation
Public Relations Staff
General Motors Boulevard
Detroit, MI 48202

Graphic Communications Education Council of the Graphic
Arts Industry
4615 Forbes Avenue
Pittsburgh, PA 15213

Health Manpower Division
United Hospital Fund
3 East 54th Street
New York, NY 10022

The Institute of Electrical and Electronics Engineering
245 East 47th Street
New York, NY 10017

International Brotherhood of Electric Workers
1125 15th Street NW
Washington, DC 20005

International Brotherhood of Painters and Allied Trades
United Unions Building
1750 New York Avenue NW
Washington, DC 20006

International Chiropractors Association
741 Brady Street
Davenport, IA 52805

International Ladies Garment Union
1710 Broadway
New York, NY 10019

International Union of Machinists and Aerospace Workers
1300 Connecticut Avenue NW
Washington, DC 20036

Medical Technology
Veterans Administration
Washington, DC 20420

Milk Industry Foundation
910 17th Street NW
Washington, DC 20006

Motor Vehicle Manufacturers Association of the United States, Inc.
300 New Center Building
Detroit, MI 48202

National Art Education Association
c/o Mrs. Theodore Anderson
1916 Association Drive
Reston, VA 22091

National Association of Broadcasters
1771 N Street NW
Washington, DC 20036

National Association of Emergency Medical Technicians
P. O. Box 334
Newton Highlands, MA 02161

National Association of Legal Secretaries (International)
3005 East Shelly Drive
Tulsa, OK 74105

National Association of Trade and Technical Schools
2021 L Street NW
Washington, DC 20036

National Forest Products Association
Wood Industry Careers
1619 Massachusetts Avenue
Washington, DC 20036

National Science Teachers Association
1742 Connecticut Avenue
Washington, DC 20009

The National Society of Public Accountants
Executive Officers
1010 North Fairfax Street
Alexandria, VA 22314

National Tool, Die and Precision Machining Assoc.
9300 Livingston Road
Washington, DC 20022